# **Grade 1 ELA CCGPS Frameworks - Unit 1**

**Framework Title**: Back To School

**Grade Level**: 1st Grade

**Approximate Duration:** 9 weeks

## Overview:

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and the appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

Based on the theme, Back to School, this unit is designed to structure a model unit that implements the Common Core Standards using a collection of rigorous lessons focused on literary texts, informational texts, and narrative writing. This model unit is intended to focus on the specific target standards. Each bulleted item does not represent any specific length of time. Based on the needs of the learners within each classroom, teachers should determine the pace of the unit. Within this set of lessons, students will learn the differences between literary and informational texts, answer questions about main ideas and key details, retell stories, and use illustrations to describe key ideas in an informational text. Students will also practice speaking and listening skills while learning to generate and answer questions about both literary and informational texts. These questions will be used to retell stories using literary texts and locate main topics and key details in informational texts. Students will also complete a narrative writing piece as a summative assessment.

Foundational standards, speaking and listening standards, and language standards are embedded in daily instruction and should be incorporated throughout the entire unit.  However, it is critical that a separate, dedicated time is allotted for foundational skills. Explicit, direct, and systematic phonics instruction is important for students to learn how to decode words and begin reading fluently. At the end of this unit, you can find a suggested balanced literacy block. More information about this can be found at [www.comprehensivereadingsolutions.com](http://www.comprehensivereadingsolutions.com)

A scope and sequence of foundational reading skills may be found at the Center on Instruction - <http://centeroninstruction.org/files/Building%20the%20Foundation.pdf>

## Summative Unit 1 (Performance-based) Assessment:

## Pre-assessment (suggested)

Before teaching this unit, collect student work samples to use as a diagnostic assessment of language and writing skills. *Suggested prompt:* “Illustrate and/or write about a favorite activity you like to do in the summer.”

**Summative Assessment**

Prompt: Referring back to the books read such as, *First Day Jitters* and *The Night Before 1st Grade,* students will complete a flow chart with sequenced events and will write a narrative with supporting illustrations about the first day of school. The narrative may include sequenced details that tell about the student’s preparations and several events of the first day of school. Students should include sequential events using temporal words.

**Standards:**

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**(suggested rubric for the Summative Unit 1 Assessment)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets**  **Expectations** | **Emerging** | **Not**  **Demonstrated** |
| **Sequenced events** | **2 or more events sequenced correctly** | **Events sequenced incorrectly** | **No sequenced events used** |
| **Temporal Words** | **Temporal words used correctly** | **Temporal words used incorrectly** | **No temporal words used** |
| **Details** | **2 or more details included** | **1 detail included** | **No details included** |
| **Illustrations** | **Writing is supported by illustrations** | **Writing is somewhat supported by illustrations** | **Writing is not supported by illustrations** |

**Skill Building Instructional Lessons:**

**Lesson 1**

**Standards:**

ELACC1RL1: Ask and answer questions about key details in a text.

ELACC1RL3: Describe characters, settings, and major events in a story using key details

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

**Learning Targets:**

* I can answer questions about key details in a text.
* I can identify texts that tell stories and explain why.
* I can participate in conversations with my classmates and teacher.

**Instruction:**

* Discuss expectations of participating in group conversations such as taking turns when talking and listening carefully while others are talking. (You may even choose a student to participate as you role play the correct and incorrect way to participate during classroom discussions).
* Introduce narrative story elements and complete an anchor chart for reference. Display a variety of narrative texts as visual examples. Explain that all texts have key details and being able to answer questions about the key details within a text is important and helps us understand what the text is all about. Create individual or a class anchor chart of a retelling glove with who, what, when, where, and why written along each finger of the glove. Help students make the connections with who, what, when, where, and why to the narrative story elements (Gr1, Resource A)
* Review narrative story elements. Inform students that you have a text to share and introduce the author, title, and story vocabulary of a story such as *First Day Jitters*. (this is not a required text, you may substitute) Remind students to listen carefully for the key details as you read aloud and be ready to answer questions about key details and the main topic using their retelling glove for reference. Review expectations during collaborative conversations and then read the text aloud. After reading, ask the students questions about the main topic and key details in the text. As a class, complete a story map graphic organizer of your choice. For each detail, refer back to the story for confirmation of that detail. Ask students to tell the main topic of the story and explain why it is the main topic. As you write the responses on the graphic organizer, model how to write letters correctly, how to use spaces between words correctly, and how to phonetically spell unknown words. Be sure to point out the distinguishing features of a sentence (first word, capitalization, ending punctuation).
* Tell students you are going to share some items about *First Day Jitters* that will be a clue to a key detail from the text. Using a Story Sack (a bag or a pillowcase will work), allow students to pull out one item or picture at a time and explain why it was necessary to the story. (Referring back to the who, what, when, and where of the story.) Teachers will focus on the vocabulary from the text when determining items in the sack and student responses.

Formative Assessment**:**

Pair each student with a partner and ask students to discuss why *First Day Jitters* is a narrative text using textual evidence to support his/her answer. Be sure that students share a description of the characters in the story and the major events.

**Lesson 2**

**Standards:**

ELACC1RL1: Ask and answer questions about key details in a text

ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Learning Targets:**

* I can answer questions about key details in a text.
* I can ask questions about key details in a text.
* I can retell a story using key details from the text.
* I can explain how the key details reflect the central message or main topic.

**Instruction:**

* Begin an on-going anchor chart of what good readers do while reading. Add “make a movie” or “visualize” to the chart and explain that while reading, good readers are mentally making a movie that includes the details from the text in order to later retell the story accurately and in sequential order. Help the students see the connection between how movies tell a story in sequential order just as stories are told in a sequential order. Demonstrate the concept of sequencing by completing a flow chart to show the sequence or the order of \_\_\_\_\_\_. (examples: preparing for bedtime, how to make a PB & J sandwich, etc.) Be sure to emphasize the use of temporal words when sequencing. Be sure to model how to write letters correctly, how to use spaces between words correctly, and how to phonetically spell unknown words.
* Using *First Day Jitters* (or your selected text), point out that because it is a narrative text, it tells a story with sequenced events, has characters who talk to each other, and includes an event that is described in the story. As a class, or in small groups, have students create a flow chart by placing the *First Day Jitters* story cards in sequential order. Using sentence form, select four to five random events from the story to write on index cards. Print arrows to assist in making a sequence of events flow chart. (Gr.1, Resource B)

**Lesson 3**

**Standards:**

ELACC1RL1: Ask and answer questions about key details in a text

ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELACC1RL3: Describe characters, settings, and major events in a story using key details

**Learning Targets:**

* I can ask questions about a poem.
* I can describe the characters in the poem.

**Instruction:**

* Add “ask questions” to the on-going anchor chart about what good readers do. Explain how asking questions about key details in narrative texts can help clarify any misunderstandings and help identify the main topic. Explain what a question is and complete a word web with all question words. Make the connection with questions beginning with who, what, when, why, and why like on their retelling gloves.
* Reread the story, *First Day Jitters*. Go over the main idea and key details. Have students practice asking a partner a question about the story.
* Read the poem, “Nobody Knows Where Our Bus Driver Goes.” Be sure to point out the distinguishing features of a sentence (first word, capitalization, ending punctuation). Point out the questions asked and discuss with students the purpose of the questions in the poem. Help the students make the connection with the purpose of the questions in the poem to the importance of asking questions about texts.
* To practice understanding questions, call out different kinds of sentences (some being statements and some being questions) and have students indicate which sentences are question sentences by showing thumbs up/thumbs down (formative assessment). Then, practice asking good questions about the text. Have students share questions about characters, events in the story, or even vocabulary words from the story.

**Lesson 4**

**Standards**:

ELACC1RL1: Ask and answer questions about key details in a text

ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELACC1RL3: Describe characters, settings, and major events in a story using key details

ELACC1RL7: Use illustrations and details in a story to describe its characters, setting, or events.

**Learning Targets:**

* I can retell a story, including all of the key details, the main idea, and describe the characters.

**Instruction**:

* Introduce and read, *The Night Before 1st Grade*. Be sure to point out the distinguishing features of a sentence (first word, capitalization, ending punctuation). After reading, students can work with a partner or in groups and practice asking and answering questions about the main topic and key details of the narrative text, using his/her retelling glove and the word web of question words for reference. Partners can also create illustrated story cards to demonstrate the sequence of events that took place while preparing for the first day of school. Partners (depending on learners) should work together to write a sentence that explains each sequenced illustration. Remind students how to write letters correctly, how to use spaces between words correctly, and how to phonetically spell unknown words.
* Introduce “Re-Telling Bracelet.” (yarn, ribbon, or elastic, 5 beads-1 red, 3 blue, 1 green. String beads on yarn in order -1 red, 3 blue, 1 green.) Students will use the Re-Telling Bracelet to retell the story *The Night Before 1st Grade.* The red bead is the beginning, the 3 blue beads are for details, and the green bead is for the ending/closing. (Make sure that students understand that “retelling” is not “recalling.” Retelling is telling the story in sequence to someone that may not have read the text. Recalling is telling about certain pages/events in the text with no particular order/sequence.)

Formative Assessment**:**

Select another story to read to the students. Have the students use the bracelet graphic organizer to retell the story in the correct order.

**Lesson 5**

**Standards:**

ELACC1RL1: Ask and answer questions about key details in a text

ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories.

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Learning Targets:**

* I can tell how the actions of the characters are alike and different.
* I can answer questions about key details in a text.
* I can retell a text using key details from the text.

**Instruction:**

* Introduce another story with strong characters. After reading aloud, guide the class in a discussion of the main topic and key detail as you emphasize the main characters and the setting.
* Talk about the characters and what they do in the story. Talk about the setting.
* As a class, complete a Venn diagram comparing two of the characters from the story.

Formative Assignment:

As a routine writing assignment, have students use the information from the Venn diagram to write a description comparing the actions of the characters. Students can illustrate their comparisons and share with the class. Using a teacher created checklist, each student will self-assess his/her writing.

**Lesson 6**

**Standards:**

ELACC1RL1: Ask and answer questions about key details in a text

ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELACC1RL3: Describe characters, settings, and major events in a story using key details

ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories.

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Learning Targets:**

* I can tell how the adventures of the characters are alike and different.
* I can answer questions about key details in a text.
* I can retell a text using key details from the text.

**Instruction:**

* Refer to *1st Day Jitters* and *The Night Before 1st Grade*. Have students recall the main topic and key details from each text. Point out how both texts have characters who are preparing for the first day of school. As a class, reread each text and complete a character map for the character in each text who is preparing for school. Model how to examine the text closely for clues about the characters and what they are doing. After completing the character maps for each character, complete a Venn Diagram, as a class, to compare/contrast the two characters and how they are having similar and different experiences.
* Introduce a “Story Retelling Rope.” (This can be made using string, ribbon, rope, etc. On the rope place pictures or words of the following: Setting, Characters, Problem, Beginning, Middle, End, Solution.) Students will start at the top of the “Story Retelling Rope” and tell the setting for the story, character(s) in the story, problem the character(s) faced, beginning of the story, middle of the story, end of the story, and solution for the character(s) problem. The students will use the “Story Retelling Rope” to retell *1st Day Jitters* and *The Night Before 1st Grade.*

Formative Assessment:

Have students choose a character from one of the stories. Write a story about the character’s day. Make sure it is in sequential order. Find a partner who wrote about a different character. Have the students compare the stories and how the characters had similar and/or different days.

**Lesson 7**

**Standards:**

ELACC1RL5: Explain major differences between books that tell stories and books that give

information, drawing on a wide reading of a range of text types

ELACC1RI1: Ask and answer questions about key details in a text.

ELACC1RI2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

**Learning Targets:**

* I can identify texts that give information and explain why.
* I can identify texts that tell stories and explain why.
* I can ask questions about texts that give information.
* I can answer questions about texts that give information.

**Instruction:**

* Introduce informational text. Tell students that informational books give us information and they don’t tell a story. Share that many times informational texts will include photographs, maps, or diagrams and that sometimes words will be bolded. Tell students they are to act as “detectives” and to decide which book tells a story and which book gives information and why. Show them two books - one informational, one narrative - such as, *First Day Jitters* and *Watching the Seasons*. Ask them to share why they have chosen their answer by giving evidence. Depending upon responses, the teacher may need to clarify any misunderstanding about narrative texts. Share other examples of informational text and point out the text features. Record the text features on an anchor chart for reference. Review narrative and informational anchor charts.
* Review informational text features and review the selected informational text such as, *Watching the Seasons*. Explain the difference between asking questions about narrative text and informational text. Point out students may still use the same question words, but the retelling glove is only for narrative texts. Remind students of the importance of asking questions to help with comprehension.
* Reread the text, *Watching the Seasons*. Stop periodically while reading to give students the opportunity to ask any questions about the text. Ask students to identify the main topic and key details. Ask students about the information they learned from the story and from the illustrations.
* Share other informational books so that students can clearly understand that informational texts provide us with information about certain topics.

Formative Assessment**:**

In small groups, students will sort a bag of books into narrative and informational categories. Group members should discuss and use text evidence to support their sorting choices.

**Lesson 8**

**Standards**

ELACC1RL5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

ELACC1RI1: Ask and answer questions about key details in a text.

ELACC1RI2: Identify the main topic and retell key details of a text.

ELACC1RI7: Use the illustrations and details in a text to describe its key ideas.

ELACC1W2: Write informative / explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Learning Targets**

* I can tell the difference in books that tell stories and books that give information.
* I can tell how people or things are alike or different within the text.
* I can use illustrations to explain the key ideas from informational text.

**Instruction:**

* Use examples of different kinds of books (narrative and informational) to show how we compare and contrast similarities and differences using a Venn Diagram. Complete a Venn Diagram that compares and contrasts narrative texts with informational texts.
* Reference the unit theme as you introduce *Schools Then and Now*. Prompt students to think about the title and make connection with how informational text provides information. Read the text aloud. Have students identify the text genre and support answers with evidence.
* Refer to the story and ask questions about the story – the main topic and key details.
* Read the story, *Schools Then and Now*, again and complete a T-chart comparing schools in the past with schools today. Have students draw a slip of paper from a paper bag with descriptions and sort the paper strip under the correct heading. The example provided shows examples of descriptions that could be used for sorting. (Gr 1, Resource C)
* Explain how readers can gather additional details from photographs that are included in the text. Re-read the book, pointing out the illustrations as you read. Discuss the information gathered from the pictures.
* As a class, complete a Venn Diagram on chart paper that compares/contrasts schools back then with schools today. Remind students to use all of the details gathered from the photographs and from the text.

Formative Assessment:

Partners will create an informational book with illustrations and information. Each partner recalls two ways in which schools in the past and schools today are alike and different for a total of four pages. Partners are working together to create one book, yet encourage students to work independently and only confer with partner for important questions/clarification, if needed.

Additional Assessment Option:

Have students select one of the books the class has read during this unit. The student will write a description of the book and tell if it is a book that tells a story or a book that gives information. The student must include reasons why they believe the book either tells a story or gives information and include evidence. For some students, you may need to provide more structure by giving a beginning sentence stem such as, My favorite book was \_\_\_\_\_. (title) This book \_\_\_\_\_\_ . (gives information or tells a story) The book was about \_\_\_\_\_\_.

**Resources**

The following resources are suggested texts. You may have other available resources to use that are content related or will be just as effective in teaching the learning targets.

**SuggestedExtended Texts:**

*First Day Jitters* by Julie Danneberg (Literary)

*Schools Then and Now* by Robin Nelson (Informational)

**(Suggested) Thematically Connected Short Texts:**

*The Day Before First Grade* by Natasha Wing (Literary)

*Watching the Seasons by Edna Eckart* (Informational*)*

**Poems:**

“Nobody Knows Where Our Bus Driver Goes” by Jeff Mondak

<http://www.jeffspoemsforkids.com/s1.php?id=11> (poem in verse)

<http://www.songramp.com/mod/mps/viewtrack.php?trackid=41913> (poem performed as a song)

**Optional Story Maps:**

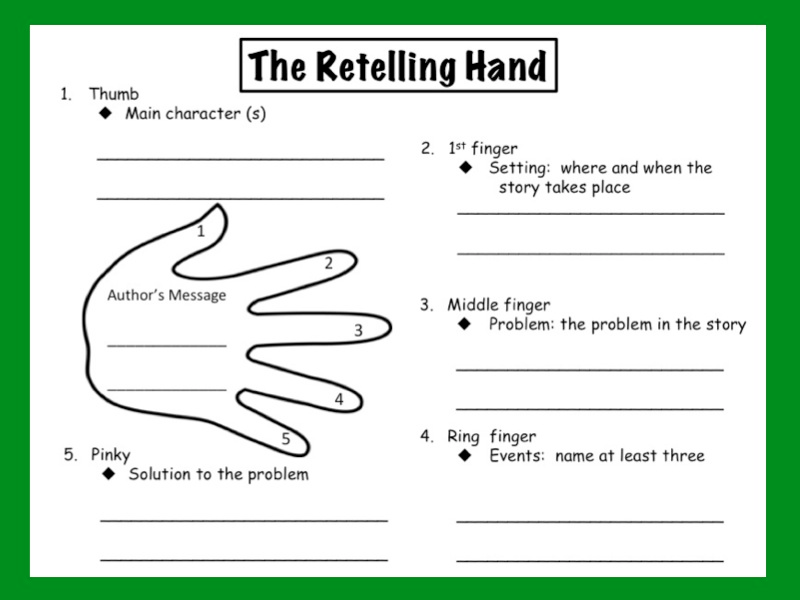
<http://tinyurl.com/kgd5qyf> <http://tinyurl.com/knkdxtn>

**Optional Flow Charts:**

<http://tinyurl.com/lyo7akd> <http://tinyurl.com/kx8ga55>

**Gr 1, Resource A:**

Retelling Glove Example Image:



<http://thecommoncoreteacherblog.blogspot.com/2013/01/hello-everyone-this-is-my-very-first.html>

**Gr. 1, Resource B:**

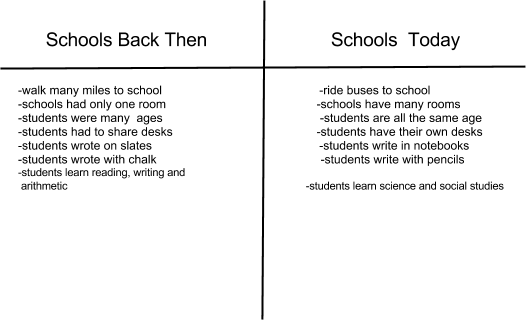
**Story Cards for *1st Day Jitters* :**

|  |  |
| --- | --- |
| “Sarah said she isn’t going to school and pulled the covers over her head.” | ⇨ |
| “Mr. Hartwell told Sarah he isn’t playing anymore silly games and he’ll meet her downstairs in five minutes.” | ⇨ |
| “Sarah walked to the car. Her hands were cold and clammy.” | ⇨ |
| “Attention class, I would like you to meet your new teacher, Mrs. Sarah Jane Hartwell.” | ⇨ |

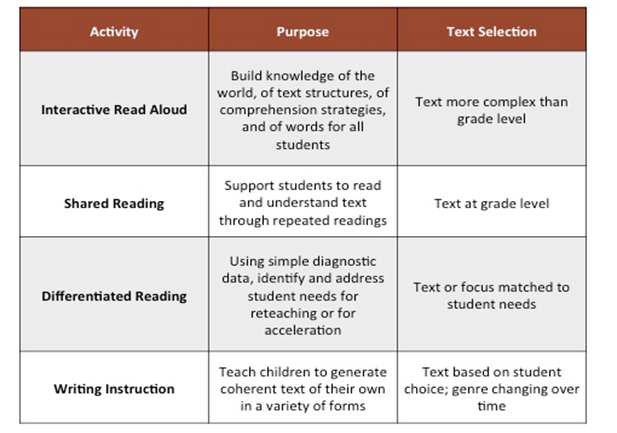
**Gr.1, Resource C**:

**T-Chart Sorting Activity:**

Write the following phrases on paper strips or post it notes for students to sort on chart paper. This activity could also be used with a smartboard.



**Balanced Literacy Models**: source: [www.comprehensivereadingsolutions.com](http://www.comprehensivereadingsolutions.com)

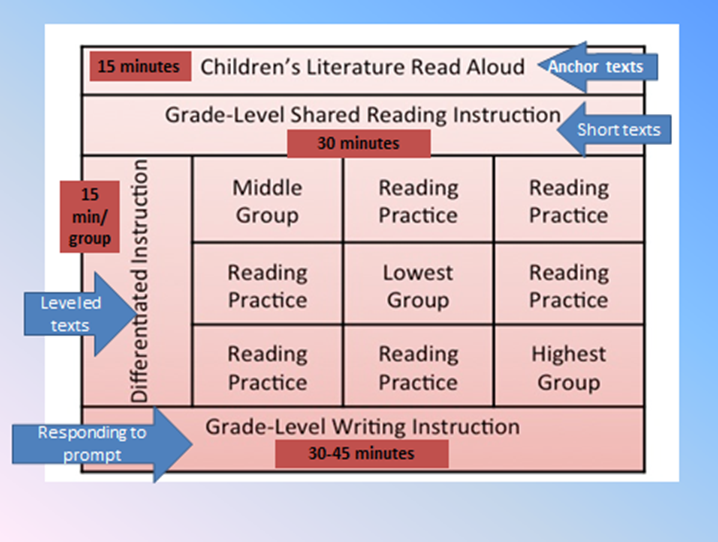


**Balanced Diet for Foundational Reading in Each Grade Level**

☺= Direct Instruction ☻= Instruction done through Read Alouds

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | PA | Phonics | Fluency | Vocabulary | Comprehension |
| K | ☺☺☺ | ☺☺☺☺ | ☺☻☻☻ | ☻☻☻☻  ☻☻☻ | ☻☻ |
| 1st | ☺☺☺ | ☺☺☺☺☺ | ☺☺☺☺ | ☻☻☻☻ | ☻☻☻☻ |
| 2nd |  | ☺☺ | ☺☺☺☺  ☺☺☺☺ | ☺☻☻☻ | ☺☺☻☻  ☻☻ |
| 3rd |  | ☺☺ | ☺☺☺☺  ☺☺☺ | ☺☺☻☻ | ☺☺☺☺  ☻☻☻ |

\*Each ☺ or ☻ represents 5% of the entire reading block.



* Children’s Lit Read Aloud = extended or anchor text and modeling reading strategies per CCGPS (whole group read aloud and modeling)
* Grade-Level Share Reading Instruction = phonics, PA, fluency, vocabulary (whole group direct instruction with guided practice)
* Differentiated Instruction = phonics, fluency, vocabulary, comprehension, writing (needs based small groups and centers--direct, guided, independent)
* Grade-Level Writing Instruction = mini lessons on ideas, organization, style and conventions per CCGPS with guided practice and sharing (writing workshop model)